

## **Eighth Grade**

### **United States History and Geography: Colonization of North America to Reconstruction and the American West**

**Course Description:** *Eighth grade students will study the European exploration of North America, along with the geographic features that influenced early settlements and colonies. This course will emphasize the development and maturation of the British colonies, and the political, cultural, and economic influences that led to the American Revolution. The major events and outcomes of the Revolutionary War will be analyzed, along with the individuals that played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. The impact of the expansion of the United States will be analyzed, including implications on domestic and foreign policy. Policies that affected the American Indians will also be studied. The events leading up to the Civil War will be examined, along with the individuals and events that were significant during the war. The history, people, government, and geography of Tennessee will be emphasized in order to illustrate the role our state has played in American history. Reconstruction and the development of the American West will conclude this course. Appropriate primary sources and informational texts will be included in order to enhance understanding of the content.*

#### **Colonialism (1600-1720)**

*Students will understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on Native Americans and on the development of the land that eventually became the United States of America.*

8.1 Explain using textual evidence the instances of both cooperation and conflict, such as the Pequot War and King Philip's War, between American Indians and European settlers, such as agriculture, trade, cultural exchanges, and military alliances, as well as later broken treaties, massacres, and conflicts over control of the land, particularly focusing on the land that became Tennessee. (C, E, G, H, P, TN)

8.2 Explain geographic reasons for the development of communications, trade, and smuggling within the colonies including but not limited to irregular coastlines and the need for products not produced locally. (E, G)

8.3 Locate and identify the first 13 colonies, and describe how their location and natural environment influenced their development, including the lost colony of Roanoke. (G, H, P)

8.4 Identify and analyze the contributions of political and religious leaders in colonial America including but not limited to John Smith, Bartholomew Gosnold, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, and William Penn. (C, H, P)

8.5 Describe the significance of and the leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period and the growth in religious toleration and free exercise of religion. (C, H, P)

8.6 Compare and contrast the day-to-day colonial life for men, women, and children in different regions and of different ethnicities, including the system of indentured servitude, as well as their connection to the land. (C, E, G, H, P)

8.7 Analyze the ideas that significantly impacted the development of colonial self-government by citing textual evidence and examining multiple perspectives using excerpts from the following documents: (C, H, P)

- The First Virginia Charter, 1606
- The Mayflower Compact, 1620
- Charter of the Massachusetts Bay Colony, 1629
- The Fundamental Orders of Connecticut, 1639
- The Maryland Toleration Act, 1649
- The New England Articles of Confederation

8.8 Identify the origins and development of slavery in the colonies, the struggle between proponents and opponents of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. (C, E, G, H, P)

**Primary Documents and Supporting Texts to Read:** excerpts from The First Virginia Charter, 1606; The Mayflower Compact, 1620; excerpts from the Charter of Massachusetts Bay Colony, 1629; excerpts from The Fundamental Orders of Connecticut, 1639; excerpts from The Maryland Toleration Act, 1649; excerpts from The New England Articles of Confederation

**Primary Documents and Supporting Texts to Consider:** excerpts from *A Historie of Virginia*, (“starving time”) John Smith; excerpts from *Of Plymouth Plantation*, William Bradford

### **Development of a New Nation (1720-1787)**

*Students will understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.*

8.9 Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor. (C, E, H, P)

8.10 Explain how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the American Revolution. (C, E, H, P)

8.11 Describe the course, consequence, and outcome of the French and Indian War including the massacre at Fort Loudoun. (C, G, P, TN)

8.12 Trace the later explorations of James Needham and Gabriel Arthur into Tennessee and those of Marquette and Jolliet by river and explain the purpose of their travels. (G, TN)

8.13 Explain the impact of individuals who created interest in the land west of the Appalachian Mountains including but not limited to: (C, G, TN)

- Daniel Boone
- William Bean
- Uriah Stone

- Thomas Sharpe Spencer
- Kasper Mansker
- Dr. Thomas Walker
- Richard Henderson

8.14 Explain the events leading to the Battle of Alamance between Regulators and the North Carolina colonial government and why the outcome resulted in settlements in Tennessee. (TN)

8.15 Explain and describe the major events of the Watauga Settlement including included but not limited to: (E, P, TN)

- Watauga Purchase
- Watauga Compact
- Treaty of Sycamore Shoals
- Transylvania Purchase
- James Robertson
- Little Carpenter, Dragging Canoe, and Nancy Ward
- Richard Henderson

8.16 Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights by identifying key phrases such as “all men are created equal” and “that they are endowed by their creator with certain unalienable rights” and analyze excerpts from Thomas Paine’s *Common Sense* and *The Crisis* for central meanings. (C, E, H, P)

8.17 Analyze the social, political and economic causes of the American Revolution and the major battles, leaders, and events that led to a final peace, including but not limited to the concepts of a free press and taxation without representation, as well as the following individuals, events, and concepts: (C, E, H, P)

- Salutary neglect
- The Royal Proclamation of 1763
- The Sugar Act, 1764
- The Quartering Act, 1765
- The Stamp Act, 1765
- The Declaratory Act, 1766
- The Townshend Act, 1767
- The Boston Massacre, 1770
- The Boston Tea Party, 1773
- The Intolerable Acts, 1774
- King George III
- Patrick Henry
- Benjamin Franklin
- John Adams
- Concept of taxation without representation

8.18 Identify and explain the significance of the major battles, leaders, and events that led to a final settlement of the American Revolution, including but not limited to the following: (C, E, H, P, TN)

- Battles of Lexington and Concord

- Siege of Boston
- Capture of Fort Ticonderoga
- Battle of Bunker Hill (Breed's Hill)
- Battle of Trenton
- Battle of Saratoga
- Valley Forge
- Battle of King's Mountain
- Battle of Yorktown
- George Washington
- Benedict Arnold
- Horatio Gates
- John Burgoyne
- Hessians
- Daniel Boone
- Marquis de la Fayette
- Friedrich von Steuben

8.19 Analyze how the Revolution affected the Wataugans including but not limited to: (P, TN)

- formation of Washington District
- Cherokee War
- Nancy Ward
- Treaty of Long Island
- Watauga Petitions

8.20 Using evidence from texts, summarize the reasons, plans, and struggles in creating the Cumberland Settlement including but not limited to: (G, P, TN)

- Richard Henderson
- James Robertson
- John Donelson
- salt licks
- severe winter
- river travel
- Indian attacks
- Cumberland Compact
- Battle of the Bluffs

8.21 Analyze how the American Revolution influenced other nations' revolutions. (C, E, H, P)

8.22 Using evidence from texts, explain the functions and responsibilities of a free press within a democratic republic. (C, H, P)

**Primary Documents and Supporting Texts to Read:** excerpts from "Give Me Liberty or Give Me Death" speech, Patrick Henry; The Declaration of Independence; excerpts from "Common Sense" and "The Crisis," Thomas Paine

**Primary Documents and Supporting Texts to Consider:** excerpts from Andrew Hamilton's closing argument in the trial of Peter Zenger

## **The Constitution and Foundation of the American Political System (1777-1789)**

*Students analyze the political principles underlying the Constitution; compare the enumerated and implied powers of the federal government, and understand the foundation of the American political system and the ways in which citizens participate in it.*

8.23 Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact in relation to the development of government in America. (C, H, P)

8.24 Analyze the Articles of Confederation and the reasons for its replacement by the Constitution. (C, E, H, P)

8.25 Explain the main ideas of the Constitution including the six purposes of government as stated in the Preamble and its success in implementing the ideals of the Declaration of Independence. (P)

8.26 Evaluate the major debates, such as that over the New Jersey Plan, Virginia Plan, and the Great Compromise, that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states, later addressed by the addition of the Bill of Rights, and the status of American Indian nations. (C, P)

8.27 Explain the political philosophy underpinning the Constitution as specified in *The Federalist Papers* by James Madison, Alexander Hamilton, and John Jay, and explain the role of such leaders as James Madison, George Washington, Roger Sherman, Governor Morris, and James Wilson in the writing and ratification of the Constitution. (P)

8.28 Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights. (C, H, P)

8.29 Identify and explain the origins, purpose, and differing views of the framers of the Constitution on the issue of the separation. (C, E, H, P)

8.30 Explain the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment. (C, H, P)

8.31 Describe the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights. (C, P)

8.32 Explain the need and reasons for amendments to the Constitution. (P)

8.33 Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed. (C, E, H, P)

8.34 Analyze the Land Ordinance of 1785 and the Northwest Ordinance of 1787 and their impact on the future development of western settlement and the spread of public education and slavery. (E, P)

8.35 Explain the strict versus loose interpretation of the Constitution and how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views of foreign policy, the Alien and Sedition Acts, and economic policy including the National Bank, funding, and assumption of the revolutionary debt. (C, E, H, P)

8.36 Understand the significance of domestic resistance movements and the way in which the central government responded to such movements including but not limited to Shays' Rebellion and the Whiskey Rebellion. (C, E, H, P)

8.37 Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government including the function of elections, political parties, and interest groups. (C, E, H, P)

8.38 Analyze the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce and common coinage. (C, E, H, P)

**Primary Documents and Supporting Texts to Read:** excerpts from The Articles of Confederation; the Constitution; The Federalist Paper # 10; The Bill of Rights

**Primary Documents and Supporting Texts to Consider:** excerpts from The Kentucky and Virginia Resolutions, Thomas Jefferson and James Madison

### **Growth of the Young Nation (1789-1849)**

*Students analyze the aspirations and ideals of the people of the new nation.*

8.39 Explain the policy significance of famous speeches such as Washington's Farewell Address and Jefferson's 1801 inaugural address. (P)

8.40 Explain and identify on a map the territorial expansion during the terms of the first four Presidents and analyze the impact of that expansion on Native Americans and the future development of the nation, including the Louisiana Purchase and the Lewis and Clark Expedition. (G, H, P)

8.41 Label and locate the Territory South of the River Ohio on a map, identify its leaders, and explain how Tennessee made the first steps to statehood included but not limited to: (G, TN)

- William Blount
- John Sevier
- Rocky Mount
- Treaty of Holston

8.42 Explain the political compromise that allowed Tennessee to become a state including but not limited to Joseph McMinn, Federalist v. Republicans, and Albert Gallatin. (P, TN)

8.43 Describe daily life — including traditions in art, music, and literature — of early national America by examining excerpts from the stories of Washington Irving and James Fenimore Cooper. (C, H, P.)

8.44 Analyze life on the frontier of Tennessee and reasons why pioneers moved west including but not limited to: (C, G, TN)

- Cumberland Gap
- Natchez Trace
- Jackson Purchase
- transportation, housing, food, clothing
- gender roles
- education and entertainment

8.45 Analyze the rise of capitalism and the economic problems and conflicts that accompanied it and early decisions of the United States Supreme Court that reinforced the power of the judicial branch and the sanctity of contracts in the cases of Marbury v. Madison, Gibbons v. Ogden, and McCulloch v. Maryland. (E, P)

8.46 Explain the reasons for the rivalry between Sevier and Jackson and how this impacted the rivalry between Middle and East Tennessee. (G, P, TN)

**Primary Documents and Supporting Texts to Read:** excerpts from the journals of Lewis and Clark; excerpts from decision in Marbury vs. Madison, John Marshall

**Primary Documents and Supporting Texts to Consider:** excerpts from John Marshall's decisions in Gibbons v. Ogden and McCulloch v. Maryland; excerpts from "Rip Van Winkle" and "The Legend of Sleepy Hollow", Washington Irving; excerpts from *The Deerslayer* series, James Fenimore Cooper

### **The United States' Role on the World Stage (1789-1849)**

*Students analyze United States foreign policy in the early Republic.*

8.47 Explain the political and economic causes and consequences of the War of 1812 and the major battles, leaders, and events that led to a final peace. (E, H, P)

8.48 Describe the role of Tennessee in the War of 1812 including but not limited to: (H, TN)

- Andrew Jackson
- Battle of Horseshoe Bend
- Sam Houston
- Tennessee Volunteers
- Battle of New Orleans

8.49 Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties. (C, P)

8.50 Identify on a map the changing boundaries of the United States and explain the relationships the country had with its neighbors, Mexico and Canada. (G, P)

8.51 Analyze the relationship the United States had with Europe, including the influence of the Monroe Doctrine, and explain how those relationships influenced westward expansion. (E, G, P)

**Primary Documents and Supporting Texts to Read:** excerpts from The Monroe Doctrine

## **Development of the American North, South, and West (1800-1850)**

*Students analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced.*

8.52 Locate and identify the states that made up the Northern region of the United States on a map. (G.H.P.)

8.53 Describe the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (growth of cities, deforestation, farming, and mineral extraction). (E, G, H, P)

8.54 Analyze the physical obstacles to and the economic and political factors, including Henry Clay's American system, involved in building a network of roads, canals, and railroads. (E, G, H, P)

8.55 Explain the causes and effects of the wave of immigration from Northern Europe to the United States, and describe the growth in the number, size, and spatial arrangements of cities as a result of events such as the Great Irish Famine. (C, E, P)

8.56 Describe the lives of black Americans who gained freedom in the North and established mutual aid societies, schools, and churches to advance their rights and communities. (C, E, H, P)

8.57 Explain how the American North saw the emergence of ethnic self-identities that became political power groups and defined communities in urban areas including but not limited to Germans, Irish, Jews, and black Yankees, and describe the political struggles among them. (C, P)

8.58 Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its role in assimilation to American culture. (C, P)

8.59 Analyze the women's suffrage movement and its major proponents including Elizabeth Cady Stanton, Sojourner Truth, Maria Stewart, Margaret Fuller, Lucretia Mott, and Susan B. Anthony and examine excerpts from the writings of Stanton, Anthony, and Sojourner Truth. (C, P)

8.60 Identify common themes in American art as well as transcendentalism and individualism by analyzing essays and stories by Ralph Waldo Emerson, Frances Ellen Watkins Harper, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, and Henry Wadsworth Longfellow. (C)

8.61 Locate and identify the states that made up the Southern region of the United States on a map, paying particular attention to the geographic features of Tennessee. (C, G)

8.62 Trace the development of the agrarian economy in the South, the locations of the cotton-producing states, and the significance of cotton, the cotton gin, and the role of Memphis as the Cotton Capital of the South. (C, E, G, P)

8.63 Analyze the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. (C, E, G)



8.64 Trace the development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and the strategies that were tried to both overturn and preserve it through the writings of David Walker, Henry Highland Garnet, Martin Delany and Frederick Douglass, as well as the historical documents on Nat Turner and Denmark Vesey. (C, E, G, H, P)

8.65 Describe the effects of the New Madrid Earthquakes of 1811-12 on the land and people of Tennessee including but not limited to the Mississippi River and Reelfoot Lake. (G, TN)

8.66 Locate and identify the states that made up the Western region of the United States on a map. (G, H, P)

8.67 Describe the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president including but not limited to the spoils system, veto of the National Bank, the Nullification Crisis, and opposition to the Supreme Court. (C, E, H, P)

8.68 Describe the course and outcome of conflicts, such as the Indian Wars, between American Indians and European settlers over land. (C, G, P)

8.69 Analyze the contributions of Sequoyah to the Cherokee. (C, TN)

8.70 Describe the Indian Removal Act of 1830 and the land-exchange treaties that forced American Indians who lived east of the Mississippi River further west, and explain the effect these policies had on Native American nations, citing specific evidence such as the struggle between the Cherokee Nation and Tennessee. (C, G, H, P, TN)

8.71 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny, accounts of the removal of Indians, the Cherokees' Trail of Tears, and settlement of the Great Plains, and the territorial acquisitions that spanned numerous decades. (E, G, H, P)

8.72 Describe the role of pioneer women and the new status that Western women achieved including but not limited to Narcissa Prentiss Whitman, Mary Fields "Stagecoach Mary," slave women gaining freedom in the West, and Wyoming granting suffrage to women in 1869. (C.E.G.H.P.)

8.73 Describe American settlements in Texas after 1821 and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies. (C, E, G, P)

8.74 Explain the causes of the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today. (C, E, G, P)

8.75 Describe the roles of David Crockett and Sam Houston to the Mexican-American War. (P, TN)

8.76 Analyze the surprise nomination and election of James K. Polk and list his accomplishments in office.

**Primary Documents and Supporting Texts to Read:** excerpts from “The Declaration of the Rights of Women”, Seneca Falls Convention; excerpts from “Nature” and “Self-Reliance”, Ralph Waldo Emerson; excerpts from “Walden” and “Civil Disobedience”, Henry David Thoreau; excerpts from *The Autobiography of Frederick Douglass*, Frederick Douglass

## **Slavery in America (1800-1850)**

*Students analyze the issue of slavery, including the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.*

8.77 Analyze the impact of the abolition of slavery in early state constitutions including the changes made to Tennessee Constitution in 1834. (TN)

8.78 Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River. (C, E, P)

8.79 Identify and analyze the impact of the various leaders of the abolitionist movement including but not limited to John Quincy Adams and his proposed constitutional amendment and the *Amistad* case; John Brown and armed resistance; Harriet Tubman and the Underground Railroad; Theodore Weld, crusader for freedom; William Lloyd Garrison and *The Liberator*; Frederick Douglass and the *Slave Narratives*; Martin Delany and *The Emigration Cause*; and Sojourner Truth and *Ain't I a Woman*, and Harriet Beecher Stowe's *Uncle Tom's Cabin*. (C, E, H, P)

8.80 Describe the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850. (P)

8.81 Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858). (P)

8.82 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives. (C, H)

8.83 Describe and explain the contributions of Virginia Hill and Free Hill, Tennessee, Frances Wright, and Elihu Embree and their efforts to abolish slavery in Tennessee. (P, TN)

8.84 Describe the lives of free blacks and analyze the laws that limited their freedom and economic opportunities including but not limited to the Cincinnati riots and the Ohio Black Codes. (C, E, H, P)

**Primary Documents and Supporting Texts to Read:** excerpts from *The Autobiography of Frederick Douglass*, Frederick Douglass; excerpts from *The Emigration Cause*, Martin Delany; *Ain't I a Woman*, Sojourner Truth; excerpts from *Uncle Tom's Cabin*, Harriet Beecher Stowe

## **Civil War (1830-1865)**

*Students analyze the multiple causes, key events, and complex consequences of the Civil War.*

8.85 Identify on a map the boundaries constituting the North and the South and delineate and evaluate the geographical differences between the two regions, including the differences between agrarians and industrialists. (E, G, P)

8.86 Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen, such as Daniel Webster and John C. Calhoun and compare and contrast their interpretations with those of Thomas Jefferson and Alexander Hamilton citing textual evidence of their interpretations. (E, H, P)

8.87 Identify the constitutional issues posed by the doctrine of nullification and secession and analyze the earliest origins of that doctrine. (C, P)

8.88 Explain the candidacy of John Bell of Tennessee and the Constitutional Party as the compromise choice in the 1860 presidential election. (G, P, TN)

8.89 Explain the geographical division of Tennessee over the issue of slavery and secession including but not limited to the Free and Independent State of Scott, Hurst Nation, and predominately pro-Union East Tennessee. (P, TN)

8.90 Describe Abraham Lincoln's presidency and his significant writings and speeches, including but not limited to his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863, and inaugural addresses in 1861 and 1865, and analyze their relationship to the Declaration of Independence. (C, H, P)

8.91 Explain the views and lives of leaders, including but not limited to Ulysses S. Grant, Jefferson Davis, and Robert E. Lee, and soldiers on both sides of the war, including Tennesseans David Farragut, Matthew Fontaine Maury, Sam Watkins, Nathan Bedford Forrest, and William Brownlow. (C, E, H, P, TN)

8.92 Describe African American involvement in the Union army, including the Massachusetts 54th Regiment led by Colonel Robert Shaw. (C, H)

8.93 Trace the critical developments and events in the war, including locating on a map the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox as well as the following battles and events:

- Manassas
- Fort Henry and Fort Donelson
- Shiloh
- Antietam
- Stones River
- Fredericksburg
- Chancellorsville
- Fort Pillow
- Gettysburg
- Vicksburg
- Chickamauga
- Lookout Mountain
- Franklin
- Nashville
- Sherman's "March to the Sea"

- Appomattox Court House

8.94 Explain how the war affected combatants, civilians, the physical environment, and future warfare. (C, G, H)

8.95 Assess the social, political, and economic impact of the assassination of President Abraham Lincoln on both the North and the South. (C, E, H, P)

**Primary Documents and Supporting Texts to Read:** excerpts from the “House Divided” speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863, and Inaugural Addresses in 1861 and 1865, Abraham Lincoln

**Primary Documents and Supporting Texts to Consider:** excerpts from Daniel Webster’s “Rope of Sand” speech in the Webster-Hayne Debates

## **Reconstruction (1865-1877)**

*Students analyze the character and lasting consequences of Reconstruction.*

8.96 Explain the 13th, 14th, and 15th amendments to the Constitution and their connection to Reconstruction. (P)

8.97 Analyze the political career of Andrew Johnson with particular attention to be chosen as vice-president, his Reconstruction plan, and his presidency and impeachment. (P, TN)

8.98 List and describe the original aims of Reconstruction and its effects on the political and social structures of different regions. (C, P)

8.99 Explain the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Jim Crow laws. (C, H, P)

8.100 Trace the rise of the Ku Klux Klan and vigilante justice and its role in Tennessee. (C, P, TN)

8.101 Explain the movement of both white Northern entrepreneurs (carpetbaggers) and black Yankees from the North to the South and their reasons for doing so. (C, E, P)

8.102 Explain the pulling out of the federal army and its troops from the South due to an agreement negotiated by a bipartisan Congressional Commission, thus ending Reconstruction. (C, E, H, P)

8.103 Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of Reconstruction on African Americans, such as the rise of Jim Crow laws, lynching, and the First Great Migration. (C, P)

8.104 Describe the impact of yellow fever during the 1870s; why it was particularly deadly in West Tennessee and how Robert R. Church, Sr. became the first African American millionaire in the South. (G, TN)

8.105 Explain the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions of people like the Buffalo Soldiers (George Jordan) and the Exodusters. (C, E)

**Primary Documents and Supporting Texts to Read:** excerpts from the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution

**Primary Documents and Supporting Texts to Consider:** excerpts from Black Codes and Jim Crow Laws

### **Westward Expansion after the Civil War (1861-1890)**

*Students analyze the social, political, and economic transformation of America as a result of westward expansion.*

8.106 Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, and the location of such development on a map. (E, G)

8.107 Explain the reasons for the development of federal Indian policy, the wars with American Indians (Little Big Horn, Wounded Knee), and their relationship to agricultural development and industrialization in the west. (C, H, P)

8.108 Explain how states and the federal government encouraged expansion through tariffs, banking, land grants like the Homestead Act, and subsidies. (E, H, P)

8.109 Identify the increased industrialization, commerce, and mechanization in Tennessee after the Civil War including but not limited to Coca Cola bottling in Chattanooga, mining on the Cumberland Plateau, and coal and iron processing. (E, G, TN)

8.110 Describe the 1897 Centennial Exposition in Nashville including the purpose, sights, exhibits, and impact on the state. (C, TN)

8.111 Identify the characteristics and impact of Grangerism and Populism. (C, E, H, P)

8.112 Analyze how significant inventors and their inventions, such as barbed wire, the six shooter, and the steel plow, and changed life in the west. (E, H, P)

8.113 Analyze the growth of democracy, equality, and individual freedom as a result of westward expansion. (C, G, P)

8.114 Trace the expansion and development of Western railroads (the Transcontinental Railroad), the Golden Spike event (1869), and the role that Chinese immigrant laborers (Central Pacific track) and Irish immigrant laborers (Union Pacific track) played in its construction. (C, E, G, P)

8.115 Examine and analyze the Chinese Exclusion Act (1882) and its revisions (1884, 1892, and 1902) and the effects that it had on Asian immigrants in the United States. (C, E, H, P)

8.116 Examine the development and life of the iconic American cowboy including his skills, clothes, and daily life and work. (C, H)

8.117 Explain the concepts of the Open Range, Long Drive, and cow towns in the development of the American ranching industry. (E, G, H)